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The Wellesley Prelude.

VOLUME III.—NO. XXXVI.

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THE IMMEDIATE AND THE ULTIMATE ENDS OF EDUCATION.

"I carry my satchel still," said Angelo in his old age. Education is an affair not of the grammar school and the college, nor even of the university, but of life. Our capacity for immortality is a capacity and a demand for endless education.

The completion of the course in this college, or any college, is only the beginning of education. There is a fine fitness in the term "Commencement." The elevation and reach of our thought on human life appear in the scope of our idea of education. What is education? It is the process by which the man, the woman, comes into conscious and disciplined self-possession.

The theme is hackneyed. Yet it has a perennial interest and a perennial importance. What shall we do with our life? What are we here for? What are the enduring motives to toil and sacrifice, to aspire and attain? To get knowledge of a certain sort is manifestly useful. The one who knows is the one who can do. Können, to know, to understand, means also to be able, to have capacity. Hence also König, king, the knowing and the able one. To get power and skill is still more important than merely to get knowledge. The acquisition of certain classes of facts and certain principles is not so much education as a means and a result of education. The study of books and of things is instrumental. The chief concern always is the awakening and unfolding of the mind. The highest function of a school or college is to disclose to the student her capacity for education and to impart an adequate motive. The vast majority of people in the world do not seek education. They get it, more or less, because they must. The schooling of necessity and of experience can not be escaped. But the majority as yet have not a strong internal motive. That must be generated or awakened by teachers and by discipline, in the masses, by generations of teachers and schooling. Many now pass through the grammar school and on through high school and college without developing a clear and persistent purpose to continue through life that self-culture for which the school discipline is but a preparation. The influence of parents and associates, and the mere force of public custom and opinion carry them through these

preliminary stages. But a change of environment removes the stimulus, and the after life but poorly fulfils the promise of the beginning. Aspiration, not powerfully generated within the soul, flags, and the effort to attain wider knowledge, firmer discipline of faculty, and larger capacity to understand the world and man and human destiny almost ceases. To get a living rather than to live is the aim. The idea of *having*, rather than *being*, rules the mind and determines action.

Now, it is always a fair question: Why should we study? Why should we put ourselves under teachers and so be bound to a distinct and severe regimen of mental labor? Why are you young women here? What is it that makes all the self-denial and labor which you have been undergoing worth while? It is important that you put this question to yourselves and faithfully answer it, because upon the wisdom and adequacy and sincerity of your answer depends the character of your future life.

Has your work here revealed to you your capacity for education, and has it awakened within you a sufficient motive to pursue through all the years to come the education which has here begun? I would fain help you to give a clear and true answer and to grasp the sufficient motive. With this wish I have come to speak to you today.

Education, conceived in the narrow sense of training the faculties to use for self-ministry, begins with the instincts of self-preservation and self-gratification. The child thus learns the uses of hands and feet and gets them under command of the will. Then instruments are found or devised which give increased scope and power to the hands.

The process goes on by the stress of parental and social influence until the instinct of acquisitiveness, combined, perhaps, with the pressure of necessity, push it forward along utilitarian lines. In the struggle for existence the one who has knowledge and skill surpasses his rival. But education in the larger sense of upbuilding a man or a woman, is a process that must become self-conscious, voluntary, comprehensive, and moral. Man, says Mr. Emerson somewhere, is that noble endogerous plant which, like the palm, grows from within outward. Education must be urged neither by necessity nor by selfishness, but by the noblest motives of which the soul is capable. It must become the pursuit and the progressive realization of our highest ideal of being. In this sense it involves the awakening and training of faculty, the discipline of reason and will, the acquirement of various knowledge, the cultivation of the tastes and affections, and the development of power to think, to know, to love and to do the highest and best. It comprises the harmonious unfolding of the entire nature and thus has for its goal that infinite perfection which ever invites to ever newly disclosed hights of being and power.

But lest I seem to escape from the common claims and necessary experiences of actual, daily life, and to enter a realm of fair but unpractical fancy, let me strive to show how the highest idea of education, which I have but sketched, instead of separating one from the sober realities of daily life and duty, does, on the contrary, give one a better understanding of those sober realities and a firmer grasp on them. "Hitch your wagon to a star," said the philosopher whom I have already quoted. This is the distinction of man that a lofty attachment, instead of taking him away from practical tasks, lifts his tasks with him to a higher realm, and ennobles all his lowliest and most prosaic work by revealing its underlying spiritual relations and possibilities. The true motive to education is not to get bread for yourself or to supply bread for someone else, yet education makes one a better breadwinner than he could be without it.

The end of education is two-fold; that is,

it has an immediate end conceived of as terminating on action, and an ultimate end, conceived of as terminating on life. The immediate end of education is *efficiency in service*, the ultimate end is *fulness of being*. In our thought we may separate these two; in fact they are not separable without damage to both.

The immediate end of education, then, is *efficiency in service*. It is the law of Providence that we all must be workers. For most of us this law appears first in the necessity that is upon us. We must work for food, clothing and lodging-place, and beyond these we must work for those instruments and objects by which we may increase our power to do, and at the same time lift our toil above the level of mere drudgery. It is a necessity of which we need not be ashamed. We sometimes hear one say apologetically: "I must work for a living," but the apology is superfluous, if it be not even mean. Of course you must work for a living or some one must work for you. If it be sordid to earn the bread that one eats, what is it to eat the bread that someone else earns? The time for the nonsense about the misfortune of having to labor to meet one's own wants is surely past. If there is any advantage in this matter at all it is on the side of the girl who can and does produce for herself the sustenance of her life. But even if, through circumstances of relationship or inheritance, one is relieved from the necessity of self-support as far as the mere materialities of life is concerned, there is no absolution from the divine law of labor. The breadwinning labor, after all, provides only the material base of life. If that be already provided for, one is only set free for the larger work of service to humanity. That service is manifold in its diversity, ranging all the way from making two blades of grass to grow where but one grew before to painting a Sistine Madonna or writing an "*In memoriam*." Opportunity, fitness and capability determine the kinds of service one shall render, but the divine law is universal, the law that we shall serve our fellowmen by the production of values.

It is dangerous to dogmatize and almost all rules as far as we can see, have exceptions, yet it is safe to say that the law of service is universal and that law contemplates the practical usefulness, in the present, of every one who has eyes and voice and hands.

Let me say then, at once, that it is an important part of sound education to acquire capacity and skill to do things that add to the immediate material and moral well-being of men. Every youth who graduates from a college ought to be able to do some kind of work that would be adequate to self-support, and that would be, therefore, a real service to men. It has been the reproach of collegiate and even of common school education, that it not only did not fit, but even unfitted pupils for practical life. The reproach has not been altogether baseless, but the reason for it is passing away through the steady improvement of our educational methods. The introduction of technical training into primary schools, and the disposition to carry it through all grades even to the highest, are signs of progress. They show the growing recognition of the truth that the immediate end of education is efficiency in service. But aside from strictly technical training there should be in our educational methods and in our motives to self-culture, a clear perception of the practical demands of life and the training should be that which gives self-possession, discipline, alertness and constructive power. The educated man is one who, "drop him where you will, falls on his feet, and discovers resources, and commands the situation." He "can do the thing that needs to be done, and can find or make the needful tools."

Is it less needful that the educated woman should have this ability and resourcefulness? The increasing share which woman is taking in

the world's work today sufficiently answers my question.

Most of you who listen to me must do some materially productive work. All of you ought to be able and ready to do such work. It is no longer a peculiar charm of woman that she is helpless. A great emancipation has come to her. The debate about the equality of the sexes is often as foolish as it is fruitless. Neither sex can do without the other. They belong together in the comradeship of labor as in the sacred fellowship of love and home. Side by side they must aspire and strive, not as rivals but as mutual helpers. Woman does not grow less womanly nor man less manly through this growing partnership in the great constructive activities of our advancing civilization. Whom God hath joined together in service man cannot without crime and loss put asunder. Always a large part of woman's work must be done in the home. Rather let me say it is commonly woman's privilege to do a large part of her work in the home. This is not a limitation but an expansion of her being. The home is more powerful and of wider scope than army, or law-courts, or senate. But the wise administration of the home demands all the culture and skill that the college can give. It demands a practical training of the highest order. For the sake of her own womanhood every fair graduate of our noble women's colleges ought to be able to grapple successfully with the practical problems of domestic economy and to know how to "keep house" with clear-eyed and efficacious wisdom as well as with winsome grace. But many spheres of labor are now open to women. In every one of them she may render service of substantial value to the world. Fitness for this service is an aim of primary importance in her education. The element of mere accomplishment must be subordinate to a generously conceived utility. It has been affirmed as a sound principle in architecture that the form of a building which best adapts it to its purpose, is in the best style of architecture for that building. Use and beauty are not antipathetic. If "beauty is its own excuse for being," it is because beauty has a noble use. We make the idea of use prosaic and sordid by our low and selfish habits of thinking. Want of fitness in adornment of man or building is a defect in utility as surely as it is a defect in beauty. That development and training of the human body which gives it the largest all-around fitness for service gives it also the purest symmetry.

This is eminently true of the mind, if our idea of use and efficiency is only large enough. The higher the plane of action or expression the more closely do use and beauty draw together until at last, on the highest plane of all, the spiritual, use and beauty are indissolubly one.

Young ladies, you are in the world for service. Let it be your distinct and persistent aim to attain the greatest possible efficiency in service. Strive for power and skill to do something worth doing as well as it can be done. To this end cultivate the power to think. The true thinker grasps the key to all vocations. I do not mean by this that the thinker can do all things equally well. There is an innate or inherited as well as a cultivated adaptability to certain kinds of work. But capacity to use the mind accurately is a fundamental importance in all vocations. Other things being equal, the teacher, the writer, the artist, the artisan, the accountant, the housekeeper who thinks will take the lead in her sphere, in power to achieve results. The careful study of languages and sciences and arts wins for the student rich and various benefits, but chief among these benefits is that self-discipline which gives assured self-possession. The specific study that you pursue is always of less importance than the method of study, just as the knowledge that you acquire is of less import

ance than the power that you develop through study to use the mind with accuracy and force in whatever direction it may be turned.

Cultivate the sense of your obligation to serve and the motive to pursue that education which will give you highest efficiency in service will grow strong and deep and persistent. You will not think your education ended when you leave these beloved halls and these stimulating companionships. You will continue the culture begun here along rational and practical lines, and day by day knowledge will grow into wisdom through the continuous application of knowledge to life and the continuous exercise of the mind with all its force on the ever rising problems of daily experience.

It is easy to dream. It is not ignoble to dream. The dreams of prophetic and heroic souls become the realities of after time. But it is ignoble to close the eyes to the needs and opportunities and duties of the present moment and suffer the energies of the soul to exhale in irridescent fancies that are as transient and as worthless as soap-bubbles. There is great wholesomeness in the touch of hard, mundane realities. Our life has to do with the present. The present is space for work and growth. Action gives the soul fibre. Service that pours itself into the mould of this fleeting moment has in it an element of permanence, for it achieves the good that is needed now, and nothing good is ever lost.

Efficiency in service is the vindication of our right to be and the justification of all that God and the world have contributed to build up our lives in beauty and power.

But while our lives have to do with the present, while immediate utility makes up a large part of present duty, our lives also have to do with the future, and there is a larger utility to seek than that which appears in the sphere of present action.

The business of life is not only to do but also to become. Therefore the true, ultimate education is *fulness of being*. We must train eye and hand until they will respond unerringly to the mandates of will directed by intelligence. We must develop and discipline reason until it becomes as nearly as possible a perfect instrument. All this is required by efficiency in service. But a human soul is meant to be more than thinker and doer. Life is not a mere succession of exercises and achievements. It is the attainment and realization of the eternally true, beautiful, and good, as elements of experience, as qualities of character, as the very substance of the soul's thought and feeling.

Knowledge held as instrumental to action is not so high as knowledge which has become a power of consciousness. Truth has its ultimate expression in personality. Virtue is precious, but it remains a mere clothing of habit until it becomes instinctive goodness, being inwrought by culture and assimilated by the force of life into the very essence and fibre of the spirit.

Education, from the highest point of view, becomes more than training, and discipline passes into culture. The entire being is involved in this process, — body, mind and spirit. It is the upbuilding of a complete man, a complete woman.

You have been aiming at knowledge, discipline, alertness of faculty, and power to know, to think, and to do. With all this, and through all this, aim at largeness and fineness and loftiness of nature. The world needs skilled and capable men and women, but quite as much, perhaps more, it needs big men and women. All spheres of life suffer from the pettiness of people. How often we see the great scholar conjoined with the little man! How often the clever and capable woman is narrow in sympathy or shallow in that understanding which only depth of nature can give.

Seek, then, largeness of nature. I do not mean simply what is commonly meant by the

term breadth. Breadth is good, though there is in the minds of many good people an odd, almost comical, suspicion of breadth. A public speaker once, speaking in solemn deprecation of breadth, said "Some men are so broad that they never come to a focus," and sympathizing hearers applauded his wit. But he might have reflected that the sunshine is beneficent because it is broad. When it is brought to a focus it burns. Breadth of thought is good, but breadth with depth is better. That is the true largeness.

Through all your studies and all your practical enterprises, cultivate breadth of understanding. The truth is large, not a plane surface but a sphere. There are many points of view. Often seeming contradictories are found, if one follows the curve around, to have the same centre of gravity and to be in the same latitude. Error is often the result of mere narrowness of vision. It is an advantage to have many studies, if one takes care not to be superficial. The very diversity of sciences and arts broadens the student's mind. Knowing something of everything is quite as important as knowing everything of something.

Cultivate breadth of sympathy. Culture comes largely through the sensibility. All studies, the sciences as well as the arts, philology as well as poetry, have relations to personality. The facts and laws of nature are expressions of the divine life and thought, as certainly as painting and music are expressions of the aspiration and passion of the human heart. Remember always that the fact is not the main thing, but the thought, the principle, the law, behind the fact. The language is but the window through which shines the meaning of the race, the civilization, the soul. In your carefullest, severest task-work keep your minds and hearts open to nature, to mankind, and to God. Appreciation of the true is inseparable from appreciation of the beautiful and the good. To appreciate justly you must have large sympathy. *Sumpatheia* and *aisthesis* have one root. Culture is not mere polish and edge, as if the mind were a tool; it is capacity to recognize and disposition to approve whatever is excellent in every sphere of knowledge or experience penetrable by the human spirit.

But there cannot be real largeness of nature without sincerity. Insincerity warps and shrivels. The demand for reality is one to be pressed unflinchingly and always. In the order of importance sincerity comes first, for without it we build not only scholarship but life itself on a crumbling foundation. Without it there will be a flaw in our knowledge, a taint in our friendship, a bane in our service, a deformity in our characters and a lie in our faith. Let me quote here some words from two men who were very unlike, but each of whom was a noble exponent in his own sphere and time of the virtue we are considering: Said John Tillotson, Archbishop of Canterbury, "Sincerity is to speak as we think, to do as we pretend and profess, to perform and make good what we promise, and really to be what we would seem and appear to be." Said James Russell Lowell: "No man can produce great things who is not thoroughly sincere in dealing with himself, who would not exchange the finest show for the poorest reality, who does not so love his work that he is not only glad to give himself for it, but finds rather a gain than a sacrifice in the surrender."

I pray you let no weakness within and no enticement from without swerve you a hair's breadth from sincerity of purpose and genuineness of word and work.

As you go out from this place to fill the various vocations in life that await you, carry in your hearts the fixed purpose to continue and raise even higher the culture you have begun here. Keep yourselves in contact with the best books, and in the practice of some daily and systematic mental exercise. Use

your minds with force and swing. Seek continually to know more and to do better than you have yet attained. Enrich yourselves with the best products of the human mind in literature and art. Stimulate yourselves with the best examples in endurance and action, among the brave and the wise and the holy. Cultivate companionships both among the living and among those whom we miscall the dead, that shall quicken your minds, refresh and inspire your hearts, broaden your love for humanity, and strengthen your faith in God. Discipline your souls by the best action of which you are capable on behalf of others. Let the motto of the college be not a dead formula of your creed but a living principle of your life. Develop capacity for self-sacrifice by sacrificing whatever may be selfish or small or weak within you upon the altar of service. Keep ever before your minds this truth, that education is an affair not of the school-roow, but of life, and that its ultimate and all-inclusive aim is fulness of being. Then, the years may bring you sorrow but they cannot bring you defeat. Providence may assign you to a seemingly narrow sphere, but you will make it great by the greatness of your own spirit. Though your service to the world may be outwardly limited and lowly, it will be in the eyes of the Master and at last in the eyes of all true souls, both resplendent and large, for you will serve, not only by speech and action, but also and far more abundantly, by the true and strong, and large-natured woman hood, which you shall have won. *The business of life is service; the crown of life is being.*

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Clarinda Merchant, Nassau, N. Y.
Henrietta Amelia Mirick, Gilbertsville, N. Y.
Isabelle Northey, Greenbush, Mass.
Mary George Osborn, Warren, R. I.
Evelyn Emma Parkes, Rochester, N. Y.
Louise Pope, Cleveland, O.
Helen Worthington Rogers, Tariffville, Conn.
Lucy Agnes Rowell, Waterville, N. Y.
Agnes Morton Shaw, Woburn, Mass.
Edna Cecilia Spaulding, Saint Johns, Mich.
Theresa Burleigh Stanton, Sandwich, N. H.
Emily Stewart, Cambridge, Mass.
Netta Augusta Stockwell, Cleveland, O.
Maud Wheeler Straight, Oak Park, Ill.
Elizabeth Grier Strong, New Brunswick, N. J.
Josephine Thayer, Milford, Mass.
Edith Parker Thomson, New York, N. Y.
Mary Ruth de Vou, Wilmington, Del.
Kate Morgan Ward, Montclair, N. J.
Eva Louise Warfield, Brockton, Mass.
Maria Gilbert Webber, Boston, Mass.
Florence Wilkinson, Tarrytown, N. Y
Sarah Pamela Williams, Albany, N. Y.
Anna Lilian Winegar, Clyde, N. Y.
Florence Annette Wing, Lexington, Mass.
Mabel Blanche Woodbury, Holliston, Mass.
Gertrude Lee Woodin, Amherst Mass.
Mary Swift Wright, Germantown, Pa.

BACHELOR OF SCIENCE.

Mary Adelaide Alexander, Medford Mass.
Harriet Elizabeth Balch, Yonkers, N. Y.
Emily Elizabeth Briggs, New York, N. Y.
Clara Fay Buck, Fall River, Mass.
Clara Maria Burt, Plainfield, N. J.
Helen Troth Chambers, Newtown, Pa.
Mabel Clark, Terryville, Conn.
Mary Gertrude Cushing, Boston, Mass.
Harriet Lincoln Damon, Concord, Mass.
Inez De Lashmutt, Portland, Ore.
Mary Reed Eastman, Albany, N. Y.
Katharine Reed Elliott, Hannibal, Mo.
Dora Bay Emerson, Rockford, Ill.
Mary Josephine Emerson, Stoneham, Mass.
Ermina Ferris, Denver, Col.
Carrie Gray Frost, Emporia, Kan.
Mabel Stanley Glover, Washington, D. C.
Martha Freeman Goddard, Worcester, Mass.
Margaret Hardon, Newton, Mass.
Harriet Diantha Harwood, Bennington, Vt.
Mary Augusta Hawley, Manchester, N. H.
Helen Bassett Hill, Chicago, Ill.
Agnes Sinclair Holbrook, Marengo, Ia.
Maud Hutchinson, Chelsea, Mass.
Mary Blanche Whitlock, Cleveland, O.
Anna Reed Wilkinson, Providence, R. I.
Frances Cornelia Lance, Wilkes-Barré, Pa.
Vinnietta June Libbey, Cleveland, O.
Geraldine Buffington Longley, Worcester, Mass.
Jennie Loomis, Windsor, Conn.
Emma Lenore McAlarney, Harrisburgh, Pa.
Jane Eliza McArthur, Biddeford, Me.
Ethelwyn Fleming Moffatt, Cumberland, Md.
Lucy Isabel Morgan, Chicago, Ill.
Florence Hannah Myrick, Elizabeth, N. J.
May Stevens Patterson, Allegheny, Pa.
Alice Goddard Pierce, West Newton, Mass.
Lillian Vida Pike, Chicago, Ill.
Nettie Garrett Pullen, Paris, Ky.
Marion Fitz Randolph, Plainfield, N. J.
Cora Ellen Smith, Townline, Vt.
Mary Louise Smith, Pekin, Ill.
Gertrude Parker Spalding, Syracuse, N. Y.
Candace Catherine Stimson, New York.
Sophia Lord Thorn, Wallingford, Conn.
Grace Hawley Underwood, New York, N. Y.
Clara Ann Walton, Cleveland, O.

GRADUATES OF THE SCHOOL OF MUSIC.

PIANO AND HARMONY.

Anna Throckmorton Conover, Red Bank, N. J. Agnes Sinclair Holbrook, Marengo, Ia.
Susie May Lum, Chatham, N. J.

VOICE AND HARMONY.

Emma Louise Sheldon, West Newton, Mass.

GRADUATES OF THE SCHOOL OF ART.

Helen Worthington Rogers, Tariffville, Conn. Anna Lilian Winegar, Clyde, N. Y.

THE COMMENCEMENT DINNER AND RECEPTION.

As soon as the ranks of the alumnæ had been swelled by the conferring of degrees upon '92 a large number of guests were conducted to the dining room, where a cold collation was served. President Shafer then extended a hearty welcome to all; to guests and to the alumnæ, whose loyalty has been so substantially shown in their work in finally cancelling the Norumbega fund.

Miss Shafer then gave a brief review of what has been accomplished in the past year and of some plans for the future. The Munroe fund has been materially increased, funds have been given for fitting up the gymnasium, and the laboratory of Domestic Science. Books have been added to the Art Library, to the Powell Collection and specimens to the Natural History Museum. There has been marked gain in the health of the students. Here the need of a new gymnasium presents itself. There has been no increase in the number of students, the chapel, laboratories and dormitories being already overcrowded. There is urgent need of new cottages. In consequence of the small proportion of applicants admitted there has been a constant raising of the standard. Funds for establishing scholarships are much needed. The proportion of elective work has been increased, thus affording larger opportunities for specializing. Twenty new courses are offered for next year. During the past year Miss Scudder has been appointed Associate Professor of Literature, Miss Burrell of Mathematics and Miss Kendall of History. Next year free tuition will be granted all students for higher degrees who will reside in the village.

During Miss Shafer's speech there was frequent and hearty applause, culminating in '92's stirring cheer for Miss Shafer, followed by one from '91.

Dr. Alexander Mackenzie, honorary member of '85, was then introduced. He regretted the absence of the President of the Board of Trustees, Dr. Clark, caused by illness, and of the Vice-President of the Board, an absence which made it necessary for another to speak for that body. He then spoke of the history of the college. This is the most serious moment in the life of the college. In its origin the college was not in close contact with the outside world, the adjustment of relations came later. The original school has changed into a real college, almost a university. The strength of the college lies largely in its alumnæ, in its faculty, in its students. In this connection the devotion and unity among the faculty and the excellent work of Miss Shafer was spoken of. The importance of the physical well being of the students was emphasized. The influence of colleges in University Extension and College Settlements is unlimited. The college aids in practical theology, and its work is much needed in the outside world.

The Glee Club then sang one of the "Wellesley Songs," after which Mrs. Palmer spoke of the "Place of Colleges in the Columbian Exposition." She alluded to the impossibility of adequately representing Wellesley; we cannot show what we mean by education because we build to last forever. The happy condition of Massachusetts in an educational way was set forth, Mrs. Palmer being delighted to represent so happy a state.

In response to Miss Shafer's invitation, the Reverend Mr. Griffiths spoke of the Need of University Extension. He emphasized particularly the need of college women. Ministers' work now is harder than ever before, yet greatly aided by university extension, whose tendency is to abolish sectarianism. Every alumnæ may be a university extension, in miniature.

A most interesting speech upon "A College Girl of Forty-five Years Ago" was then given by Mrs. Lucy Stone, Oberlin '47. She spoke of the contrast between the lot of the past college girl, who was discouraged in her undertaking in every possible way, and that of the college woman of today, who is admired and encouraged. There were no women's colleges in the east, but Oberlin had opened her doors to girls longing for education. The college was poor in apparatus, but rich in ideas. She urged Wellesley girls to make the best of their course, and to get power and strength. The speech received the most enthusiastic applause.

Miss Bates, in her usual happy manner, spoke on behalf of the faculty. The life of a Wellesley teacher is by no means monotonous. It does not at all correspond to that ideal apparently cherished by some visitors. How shall a woman be at once a woman, a teacher, a scholar? All of these vocations the Wellesley faculty are called upon to exercise. The earnest plea of the faculty is for more leisure in which to be a scholar, time for genuine scholarship.

The sons-in-law of Wellesley were represented by Rev. F. Mason North. He discussed the origin of the species which is not definitely known, but certainly Post-Edenic. He spoke of the love and loyalty of the sons-in-law toward our Alma Mater, and the good training which they were undergoing at the hands of her daughters.

After another song by the Glee Club, Mrs. Adaline Emerson Thomson, President of the College Settlement Association, spoke on behalf of that body. The basis of the movement is home extension. It is indeed proving worth while. The Settlement is a place where one learns to know, to love, to do what is best for the state, and so is surely good.

Dr. Mary L. Damon, '86, spoke for the alumnæ. The college grows more beautiful as she grows older. Her best work is in fitting her children for their work as women.

At the close of the exercises an informal reception was held at the centre of College hall, an orchestra on the floor above doing its best to add to the gladness of all who had been present at this fourteenth Wellesley Commencement. The grounds were illuminated and beneath the trees outside and the palms and columns within a very happy company spent the closing hours of Commencement Day.

ALUMNÆ DAY.

The thirteenth annual meeting of the Alumnæ Association of Wellesley College was held at the College, Wednesday, June 22, 1892. After the report of the treasurer was accepted, Miss Sanborn, '84, gave the report of the committee on the Norumbega Fund. The announcement that the entire sum of $10,700.00 had been raised was received with applause and the report was accepted and a vote of thanks to all concerned was passed. It was unanimously voted that the balance of the funds of the committee amounting to $ 94.81, be

given to the Chapel Fund committee. A letter from the board of trustees, thanking the Alumnæ for raising the sum of $10,700.00, and announcing that every building owned by Wellesley College was thus freed from debt was read. It was voted that telegrams of thanks be sent to Mr. Weyerhaeuser of Rock Island, Ill., the firm of Chase & Sanborn, Boston, and the visitor of June 3, the three friends who contributed most generously to the fund. Some inquiries were made in regard to the ollege pin and Miss Wardwell, '91, from the class which introduced the college pin extended a cordial invitation to all alumnæ to procure and wear pins engraved with the proper year. It was voted to accept this invitation. Miss Kate M. Ward, '92, offered the following motion which was carried: Moved, that the corresponding secretary of the Alumnæ Association be empowered to write to the corresponding secretaries of the several classes, asking them from time to time during the coming year to send alumnæ notes to the editor of such notes on the Wellesley Magazine. The election of officers resulted as follows: President, Miss Edith S. Tufts, '84; vice-president, Miss Alice Allen, '85; corresponding secretary, Mrs. Alice Vaut George, '87; treasurer, Miss Esther Bailey, '91. The president closed the meeting with a few words in regard to the prosperity of the past year, and extended the sympathy of the association to the class of '90 in the loss of their president, Miss Angie Lacey Peck.

After the business meeting the association adjourned to the college dining-room. The honored guests at the dinner were President Shafer and Mrs. Durant, each of whom made a short address. The following program gives the order of the after dinner speeches:

Soup.

Chicken.
Our New Sisters, Candace Stimson, '92.

Fish.

Fresh Flanders.
The Freshmen Advisors,
Sarah Woodman Paul, '81.

Entrees.

Spring Lamb, Caper Sauce.
Our Babies, Catherine Eno Russell, '80.
Waban Water Fowls, fricaseed, with Chips.
Our Abandoned Boats,
Marian W. Perrin, '91.

Piece de Resistance.

Norumbega Fund, garnished with everlastings,
Helen J. Sanborn, '84.

Dessert.

Bread Pudding, Hard Sauce.
The Banished Bread Plates.
Carrie J. Cook, '84.
Fruit Salad.
The Wellesley Magazine,
Blanche B. Baker, '92.
Early Pears.
Pairs, Alice Vivian Ames, '86.
Early Dates, preserved with Spice.
Reminiscences, Katharine L. Bates, '80.

It would seem that the Alumnæ Day of 1892 had brought all the pleasure which one day could well hold in the good news of the business meeting and the good cheer of the dinner, but one thing more was added as the crowning feature of the day. That was the wedding of Miss Gertrude A. Chandler, a member of the first class graduated from the College, that of '79, who has ever since been Wellesley's foreign missionary. As she was bound to the college by the two-fold tie, it was especially appropriate that her wedding should take place in the college chapel under the auspices of the Christian Association.

At half-past six the first strains of the Lohengrin march were heard and the bridal procession entered the chapel. Two little pages ushered them, these were followed by two little girls with wreaths and baskets of daisies, two nieces of the bride, Misses Helen and Alice Chandler, carrying sweet peas, the two bridesmaids, Misses Evelyn S. Hall and Annie S. Montague of '79, and finally the bride leaning on the arm of her father, Dr. Chandler. The

groom, Rev. John Wyckoff, with his best man, Mr. Conklin, Mr. Edward Chandler and the two officiating clergymen awaited the bridal party. The ceremony was performed by Rev. Dr. Webb of Wellesley, assisted by Rev. Dr. N. G. Clark, president of the board of trustees, and the benediction was pronounced by Dr. Chandler.

A reception in the Browning room immediately followed and refreshments were served in the parlor. A host of friends offered their congratulations to Rev. and Mrs. Wyckoff and later, as they drove away from the door, the Wellesley cheer rang out full and clear and all Wellesley's daughters wished for their older sister many years of happiness and success in her home and work in India.

CLASS REUNIONS.

The thirteenth year from graduation is the regular time for a class reunion, but the class of '79 were drawn to the College by their desire to be present at the wedding of their dearly loved classmate, Miss Gertrude Chandler, and to bid her God speed as she starts for her far away home. The class gathered in Miss Montague's room for a few hours on Commencement morning, and, after transacting some necessary business, spent the time in recalling old memories, and renewing old friendships. The reunion was continued at intervals through this day and the next, and during that time ten of the seventeen members were present and two brothers-in-law. May there be still more of both with us in 1895.

The reunion of the class of '82 took place during all the spare moments of Commencement week, as well as at the very pleasant series of breakfasts and teas to which they were invited by several members of the Faculty. Those present were Miss Elizabeth M. Brown, Annie H. Capron, Mrs. Louie Denkmann Davis, Susie Hosford, Laura A. Jones, Gertrude Robinson, Delia Taylor, Anna F. Webb, Jennie Chapman Welles and Elise A. Weyerhaeuser. On Tuesday morning the class, together with Mr. T. B. Davis, the Misses Denkmann, Miss Margaret Weyerhaeuser, and Mrs. Prof. Hart as guests, enjoyed a reunion breakfast at the Woodland Park Hotel. The business meeting which followed was made much more enjoyable by a poem by Miss Taylor, and letters from a few of those who could not be present. Mrs. Harriet Emerson Hinchliffe gave a beautiful surprise to each member of the class by sending a group picture of her five children.

The triennial reunion of the class of '89, was held at Hotel Thorndike, Boston, June 18. The class was fortunate in welcoming not only more than thirty of its active members, but one of its honorary members, Mrs. Goodwin, and its associate member, Miss Case. After a short business meeting, an adjournment was made to the dining room, old friends tried to recall all that had happened since the last reunion.

It would seem that, if any one could awaken all the love and loyalty of '89 and draw out the best from those who responded to the toasts, it was she who had come from the Pacific to the Atlantic to once more grasp her classmates by the hand, and so it proved, and to the call of Miss Anita Whitney as toast mistress, the following responses were made:

Our Guests,	Grace Andrews
Our College,	Katharine Lane
Our Absent Members,	Alice Libby
Our B. L. S.,	Sarah Groff
Our Literary Efforts,	Elsie Thal Heimer
The Professor,	Florence Fis Herdick
Our Matrimonial Ventures,	Mary Edwards
Our Future Possibilities,	Mary Stevens
'89,	Emma Teller.

The class of '91 held its first reunion at the Thorndike in Boston, on the evening of June 22, 1892. After a brief business meeting,

forty-two of the sixty members who were present at Commencement met around the fern-decorated table. During the dinner, loving greetings were sent by the class to its former presidents, who were unable to attend the re union. At 9.30 the first greeting was given, and, from that time till the last toast was drunk, and the class cheer given, constant laughter and applause testified to the appreciation of the listeners. The following program was carried out:

After a Year.

Greeting, The President

Tales of a Year.

Toast-mistress, Miss Reed.

The Class, Miss Wall
"Present or absent ever the same."

The College, Miss Gleason
"All hail to the College Beautiful."

'91's Diversity, Miss Clement
"An organism is an assemblage of active and differing parts."

The Future "Wellesley Magazine."
Miss Stevens
"Of making many books there is no end."

Instructors of Youth, Miss Wardwell
"Who never did a foolish thing nor never said a wise one."

Graduate Work, Miss Sibley
"A little learning is a dangerous thing."

Domestic Economy Applied, Miss Perrin
"Civilized man cannot live without cooks."

'91's next meeting will be held in Chicago early in July, 1893.

COLLEGE NOTES.

On Friday, June 17th, another number of the program of Wellesley's festive occasions for the spring term of ninety-two was enjoyed. The event of that date was the reception tendered annually to the Senior class by Juniors. Ninety-three, realizing the fact that Wellesley's chief pride and glory lies in her grounds, had adopted the plan of an afternoon party, and decided upon the hours from three to seven. But, though the morning proved all that could be desired in the way of sunshine and brightness, the severe storm of the afternoon did away with all thoughts of the projected garden party.

The Juniors, however, displayed remarkable powers of adaptability by changing their plans to accord with the requirements of the weather, and on the whole the pleasure of the occasion was scarcely diminished.

At three o'clock a crowded chapel listened enthusiastically to the following program rendered by the Wellesley College Glee and Banjo Clubs: —

1. "Where are you going?"
   Arranged for Club by Junius W. Hill.
2. March, Barker
   Banjo Club.
3. *a* Last Rose of Summer,
   Arranged by Anderson
4. *b* Beware, Adapted from Rossini
5. Pizzicati Gavotte, Wessenberg
   Banjo Club.
6. Her Second Degree, Wellesley Songs
   Miss Foss and Club.
7. Pansy Waltz, Robinson
   Banjo Club.
8. Medley, Wellesley Songs

The hearty applause and numerous encores emphatically testified to the appreciation on the part of the audience. On leaving the concert room the guests were ushered down to the Browning room, where they were cordially received by Miss Hill, president of '93, Miss Emerson, president of '92, President Shafer, and Miss Howe, vice-president of '93.

Barges were running constantly between College Hall and the Art Building, where delicious refreshments were served. At intervals throughout the afternoon the orchestra, stationed in the third floor center, rendered enjoyable selections, which lent much pleasure to the occasion.

Early in the evening the guests took their departure, and, though the entertainment afforded them had been somewhat different from what had been the expectation of their hostesses, yet if their expressions of pleasure and enjoyment can be relied upon, the entertainment may be considered a decided success.

On Monday afternoon, June 20th, Norumbega lawn was the scene of one of the prettiest and most delightful receptions of the year. Miss Dora Emerson and Miss Holbrook of '92 were at home from half after four until half after six to a large number of guests. As each Senior had been asked to bring with her any friends of her own, an opportunity was afforded commencement visitors to be present at a Wellesley party and thus obtain a glimpse of Wellesley social life.

On Monday evening, June 20th, the Commencement Concert was given by the Germania Orchestra, ably conducted by Herr Emil Mollenhauer. A large audience was assembled — alumnæ, fathers, mothers, brothers, sisters, friends — and their hearty applause showed that they appreciated the efforts made to give them a delightful evening. The program was as follows: —

Overture, "Mignon," Thomas
Intermezzo, from "Cavalleria Rusticana," Mascagni
Two Hungarian Dances, Brahms
Introduction to 5th Act of Manfred, Reinecke
"Visions in Dreamland," Lumbye
Zither Obligato by Mr. Carl Behr.
First Finale from "Lohengrin." Wagner
Duo from "L'Eclair," Halévy
a Andante, from Quartette in B flat, Tschaikowski
b Menuet, Boccherini
For Strings.
Selections from "La Gioconda," Ponchielli
March from Symphony "Leonore," Raff
Overture, "Oberon," Weber

The most popular numbers of the program were the "Two Hungarian Dances," by Brahms, "Visions in Dreamland," by Lumbye, Boccherini's "Menuet," and the March from Symphony "Leonore," by Raff. Brahms' "Hungarian Dances," light and characteristic have long been favorites, while Boccherini's "Menuet," courtly and graceful, never fails to win an enthusiastic reception. Mr. Carl Behr played the zither obligato in "Visions in Dreamland." The name best describes this composition. The light waltz movements, the sad minor strains, the changes of mood, and the delicate shading of tone throughout, did indeed bring before our eyes visions of the land of dreams. Raff's March from Symphony "Leonore," brilliant and grandly harmonious, was one of the gems of this excellent program. Professor Hill evidently believes in saving the best for the last, and he certainly gave the class of '92, in the final concert of the year, a delightful remembrance of the Monday evening series.

On Sunday afternoon, June 19, Bishop C. D. Foss preached the Baccalaureate sermon, taking for his text, I John V, 20. As usual the Beethoven Society acted as the choir for the afternoon.

The annual recital by the graduates of the School of Music was given in the College Chapel Thursday evening, June 16th. The program as rendered was as follows:

Prelude and Fugue, in D. Minor, Bach
Annie T. Conover.
Cavatina, from Elisa e Claudio (1796-1867) "Sungi dal cura ben." Pacini
Emma Louise Sheldon.
Rondo, in A minor, Mozart
Agnes Sinclair Holbrook.
Transcription, "Hark, Hark the Lark," Schubert-Liszt
Susie May Lum.
a French Song, "Em barquez-vous?" Godard
b English Group of the 17th century
a Phyllis
b My true love hath my heart } Downs
c The Spring is coming
c Swedish Song, "Shy little maiden," Söderberg
Emma Louise Sheldon.
Ballade, in G minor. Op. 23, Chopin
Anna T. Conover.
Valse Brilliante. Op. 17, No. 3, Moszkowski
Agnes Sinclair Holbrook.
Bravour Variationen, über ein Thema, von Mozart, Adam-Schmidt
(Flute obligato by Mr. W. M. Sturtevant.)
Emma Louise Sheldon.
Andante Spianato, E Polonaise Brilliante. Op. 22, Chopin
Susie May Lum.

The Seniors held their class dinner at the Woodland Park Hotel, Auburndale, Thursday evening, June 16th. The class history was given by Miss Janet Davidson and Miss Florence Myrick, and the prophecy by Miss Emily Stewart. Miss McCaulley acted as toast mistress, and the toasts responded to were as follows: Our Emblems, Miss Merchant; Our President, Miss McAlarney; The Class, Miss M. A. Emerson; Honorary Members, Miss Hardon; "'92's Schoolmarms," Miss Parkes: The Legenda, Miss Stimson; The Crew, Miss Pullen; Our Travellers, Miss Briggs; "Our Sisters' Brothers-in law," Miss Brown; The Academic Council, Miss F. Wilkinson; "One of Nature's Noblemen," Miss Morgan; What we have to be thankful for, Miss G. P. Spalding; "Girls we leave be hind us, Miss Ward; The Spirit of the Institution, Miss Balch; "A Forecast of the 20th century," D. B. Emerson.

President Shafer, assisted by Mrs Durant, received the Senior class on Saturday evening, June 18. The reception was held at Norumbega, the cottage being tastefully decorated with the appropriate clover and oak.

The last vesper service of the college year was held in the chapel, Sunday, June 20, the Glee Club acting as choir. The solo by Miss Foss was remarkably good, and Mr. Morse's selections were thoroughly enjoyed. Especial thanks are due Mrs Stovall for the beautiful music she has given us throughout the year, her playing it is that has so greatly increased the attendance on the Sunday evening service, and made it a delight to all.

Monday evening, June 20th, was devoted to society reunions, when old friendships were renewed and new acquaintances made.

Phi Sigma met at Stone Hall, the Art Society at Art Library Zeta Alpha in Society Hall, and Shakespeare in the Art Gallery.

AULD ACQUAINTANCE.

The following resolutions were adopted by the class of '87 in memory of Miss Charlotte Westcott, who died in Auburn, N. Y., June 13, 1892.

Whereas it has pleased our loving Father to release from pain and suffering, long and patiently borne, our friend and former classmate, Charlotte Westcott, and to grant her after a few years of noble service on this earth the peace and joy of a heavenly home,

Resolved first, that we, the class of '87 of Wellesley College, express our deep sorrow and sense of loss in the death of her, who, though separated by illness from our class, yet remained one of us in spirit and is enrolled at her own request among our members.

Resolved secondly, that we tender to her bereaved family and friends our heartfelt sympathy and love in this hour of affliction.

Resolved thirdly, that these resolutions be sent to her family and printed in the Wellesley paper.

Laura Lyon Williams,
Alice Vant George,
Edith A. True,
Clara M. Keefe.

Miss Anna Palen received the Philadelphia Wellesley Club at her home in German town, on June third. An interesting letter from Miss McAlarney, '92, was read, after which the following officers were elected for the coming year: president, Miss Anna Palen, '88; vice-president, Miss Helen Merrill, '86; secretary, Miss Una Lodor, '86; treasurer, Miss Mary Stinson, '89; director, Mrs. Anna London Campbell, '80–'83.

The Wellesley Alumnæ in the midst of their rejoicing over the cancelling of the Norumbega debt desire to put on record the names of the generous friends who though not Wellesley students, have aided in the work. The follow-

ing contributions have been received since the report of April 23d.

H. H. Hunnewell,	$100 00
Miss Cornelia Warren,	150 00
Edwin L. Rollins,	200 00
Samuel L. Montague,	100 00
Miss Caroline Hazard,	25 00
Mr. Dana,	10 00
Eustace C. Fitz,	100 00
Horace E. Scudder,	10 00
Samuel Johnson,	25 00
Mrs. Caro A. Kingman,	10 00
Dr. Willcox,	10 00
Judge Alfred Hand,	25 00
Dr. McKenzie,	5 00
Everett O. Fiske,	5 00
Dana Hall Glee Club,	10 00
Dr. E. G. Porter,	10 00
Mr. Douglass,	10 00
A friend,	100 00
J. M. E. Drake,	10 00
Mrs. Ransom,	25 00
Dana Hall, penny subscription,	3 00
Misses Eastman,	25 00
Dean Lawrence,	20 00
Miss Lord,	5 00
Miss Stratton,	5 00
Mr. Sweatman,	15 00
Miss Shafer,	20 00
Mrs. Henry Whitman,	25 00
Charles H. Baldwin,	5 00
Mrs. Stewart,	10 00
Mr. Henry Wood,	10 00
Mrs. H. G. Harwood,	100 00
Carl Schoenhof,	5 00
Prof. Horsford,	100 00

BORN.

In Portland, Me., June 5th a son, Burnham E., to Mrs. Carrie Evans Field, student at Wellesley, '84–'85.

In Woburn, Mass., June 17th, a son, Stephen Sibley, to Mrs. Maria Blodgett Bean, '81.

MARRIED.

HAYNER–FOWLER.—In Troy, N. Y., June 1st, Lillian Haynes, '90, to Orlando J. Fowler. At home Fridays after June 10th, 36 Fayette street, Binghamton, N. Y.

SMITH–GARSIDE.—In Brewster, N. Y., June 2nd, Ginevra Smith, '90-'91, to John R. Garside.

GOODWIN–MACKEY.—In Florence, Italy, June 9th, Maryette Goodwin, '87, to Denver J. Mackey.

CHANDLER–WYCKOFF.—At Wellesley College, June 22nd, Gertrude A. Chandler, '79, to Rev. John H. Wyckoff.

WRIGHT–HOWE.—In Worcester, Mass., June 23rd, Nellie M. Wright, '84, to George E. Howe.

AMES–WINTER.—In Boston, June 25th, Alice V. Ames, '86, to Thomas G. Winter.

DIED.

In New Bedford, Mass., June 11, Catherine Bartlett Stowe, student at Wellesley, '84–'87.

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Women's Balbriggan or black cotton two prs for $1.00.

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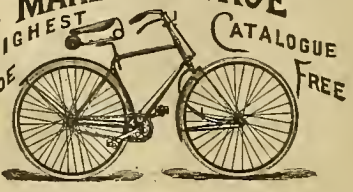

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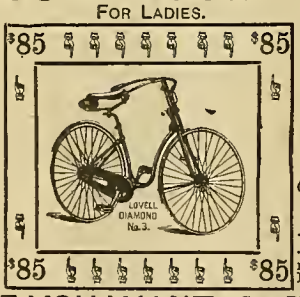

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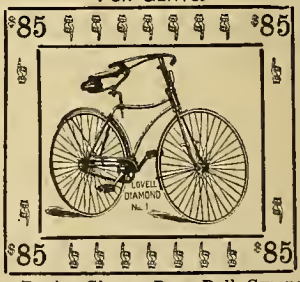

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